SECOND LANGUAGE ACQUISITION AND CULTURAL DIVERSITY

INTRODUCTION

Imagine that one day you are suddenly forced to leave your homeland. There is no time to put your things in order and say good-bye to all your family and friends. You find yourself fleeing to a strange land where people communicate in a language you don't understand or speak. Instead of returning every day to your family and home to eat and sleep, you are now temporarily staying in a transit camp awaiting permission to enter a new country. You know that you may never return permanently to your country.

What might you be thinking and feeling? How would you survive? Who would be there to help you? How long would it take to learn to speak, read and write this new language? Would you be able to go to college if you wanted to? How would you feel if people's values, beliefs, attitudes and nonverbal communication in this new culture were totally different from your own? How long would it take you to adjust? How would you feel if the holidays you know are not celebrated? How would you feel about adapting or assimilating to this new culture?

Obviously, people come to the U.S. for a multitude of different reasons. For some the move may be a desirable event, but for almost everyone it will also involve painful, lonely and difficult moments. Many things that one has taken for granted until now are gone. This is just as true for children and young people as it is for adults.

In order to create quality educational opportunities for students, teachers and other school personnel need to honestly assess their perceptions and attitudes about the experiences of learning another language and adapting to a new culture: How much of what I "know" about second language acquisition and culture is based on myth or misconception? How much have I learned from personal experience? Am I open to becoming a learner instead of assuming that I already know enough about this subject?

SECOND LANGUAGE ACQUISITION

Second language acquisition is a topic where a lot of us tend to rely more on "common sense notions" than on actual experience or knowledge. There is, however, considerable research by linguists and language specialists which contradicts many commonly-held assumptions about how people learn a second language.

Skilled educators working with second language learners from diverse cultures pay attention to the research and writings of prominent scholars in the field of second language education, linguistics and multicultural education. Accurate information from reliable sources combined with classroom-based research should form the basis for intelligent educational programs that are responsive to the unique needs of ESL learners.

One of the most essential concepts in understanding second language learners is that there are **_different aspects of language proficiency_**. These two aspects were formally defined as **_Basic Interpersonal Communication Skills (BICS)_** and **_Cognitive Academic Language Proficiency (CALP)_** for the sake of simplicity by Canadian second language researcher Jim Cummins (1981).

BICS are often referred to as _conversational English_, i.e., the surface language we use to communicate in everyday real-life situations which are not cognitively demanding. Native speakers use conversational English to talk informally with teachers, other adults, and classmates in the school setting. Although there are individual differences, research shows that second language learners frequently develop native-like _conversational skills_ within two years. This kind of language proficiency is not to be confused with Cognitive Academic Language Proficiency (CALP).

CALP is also referred to as _academic English_. Academic English is the proficiency required by students to read, write and learn in the content ares (e.g., science, social studies, etc.) at an appropriate grade level. This aspect of language proficiency is much more critical to a student's academic success and takes as long as five to seven years to develop (Cummins, 1981; Collier, 1988). Educators sometimes mistakenly assume that students with fluent _conversational English_ no longer require language instruction.

Of course, it is difficult to know _exactly_ how long the process of acquiring academic English will take for an individual student. Numerous variables affect the length of time required to acquire a second language and the approaches and methods most effective in teaching the student. Some of the variables are: social and cultural factors, previous educational background, age, oral and literacy skills in the primary/home language, and parental attitudes and experiences.

For many schools/districts, the primary concern is to teach ESL students to communicate in English as quickly as possible. While this may be a matter of necessity, it is important to consider the research and have realistic expectations about how long it will take to acquire _academic English_. Second language learning is a complicated process _which takes time_. Because it can take more than five years to reach a level of academic proficiency in English comparable to their native-English-speaking peers, schools must therefore be prepared to make a long-term commitment to supporting the academic development of ESL students (Cummins, 1994).

For more information on the second language acquisition process, see the ERIC Digest article, _"Myths and Misconceptions About Second Language Learning"_, Appendix B, p. 22.

A list of materials and resources for learning more about the second language acquisition is also provided in Appendix B, p. 27.

INTERRELATIONSHIP OF LANGUAGE & CULTURE

In our efforts to teach students English, we also cannot ignore the value of their primary/home language and culture. A few paragraphs in the New Mexico State Department of Education's technical assistance manual, *"Recommended Procedures for Language Assessment" (1989)*, express this relationship between language and culture very eloquently. New Mexico has a large multilingual/multicultural population and much can be learned from their experience in this area of education.

> "The schools in the state are always searching for ways and means to incorporate methods and materials which can facilitate the acquisition of English for speakers of other languages.
>
> As educators, however, we must recognize that *language and culture are inseparable.* They both contribute not just to the development of personality, but also to the manner in which the individual, and indeed a given society, interprets reality.
>
> *Language is the most overt expression of culture, and most of the learning process, both in school and in the home, is carried out through language.* The child must relate and accommodate what has been learned in the home to the language and culture of the school. For the child whose language and culture matches that of the school, this can be, in itself, a challenge. *For students whose linguistic and cultural fabric are different from that represented in the school, the task is monumental.* When we recognize that our success in life depends to a high degree on our educational experiences, we realize that we must use the home language and culture of the child as tools for cognitive development in the curriculum so as not to deprive these populations of full participation in the educational process."

Whether or not we, as individuals or institutions in the state of Vermont, personally believe in or support bilingualism or cultural diversity, we cannot deny the reality that language and culture are intertwined. Effective educational programs recognize the language(s) and culture(s) of *all students* in their schools and incorporate them into the curriculum. Validating students' backgrounds supports their linguistic and cultural identity and heritage. In our increasingly diverse schools, educators need to prepare students to participate in a society that represents all multicultural groups fairly.

VERMONT'S LINGUISTIC AND CULTURAL DIVERSITY

The state of Vermont has never been as culturally homogeneous or monolingual English-speaking a place as it has been portrayed. Before Europeans began moving into the area that is now Vermont, the land was inhabited by the Abenaki people, who had their own flourishing language and culture. Elise Guyette's book, *"Vermont: A Cultural Patchwork"* (1986) and the Vermont Folklife Center's "*Many Cultures, One People: A Multicultural Handbook about Vermont for Teachers" (1992),* edited by Gregory Sharrow, provide interesting history and biographical stories of the lives of the Abenakis and the various linguistic and cultural groups that have migrated to Vermont and formed communities over the last few hundred

years. In recent years, the state has experienced immigration of peoples from other parts of the world including Southeast Asia, Eastern Europe, Russia and Tibet.

Results from home language surveys show that there are more than 50 languages and dialects spoken in Vermont homes today. The French-Canadians have been the largest *linguistic* minority in recent history. The population of Vietnamese speakers has grown large enough in the Burlington area in recent years that the city now has a public access television program broadcast in their language.

MULTICULTURAL EDUCATION

Even districts with small populations of linguistically or culturally diverse students can support multiculturalism in education. If Vermont students are to meet National Education Goals, schools need to emphasize the importance of becoming competent in more than one language and learning about the diverse cultural heritage of this nation.

In February 1993, the Northeast Consortium for Multicultural Education sponsored a regional conference for educators. Participants at the conference met to develop a working definition of multicultural education. The following definition emerged:

> "Education that is multicultural is a dynamic and life-long process of teaching and learning that fosters critical thinking, cultural awareness, language proficiency, cooperation, self-esteem, community concern, and transformative social action. Advocates for multicultural education work to promote social justice, educational equity, and excellence."

This means more than organizing an annual ethnic festival or an isolated multicultural education course. Multicultural education involves staff development, improving overall school climate and classroom learning environment, curriculum reform, promoting unbiased assessment practices, purchasing culturally appropriate instructional materials, and involving parents and community members from diverse backgrounds in school programs.

Learning specifically about the language and cultural background of your student(s) is a good way to get started in making your teaching more multicultural. You must become something of an amateur linguist and cultural ethnographer. Even without bilingual programs, teachers can learn strategies to promote students' development in their primary languages. By incorporating the students' language and cultural backgrounds, the learning environment becomes more real to them. Teachers can more effectively tap into ESL students' prior knowledge and experiences.

A list of resources for those who want to learn more about their students' language and cultural backgrounds and multicultural education can be found in Appendix B, p. 29. In addition, Appendix H, p. 168, lists resources for understanding stages of cultural adjustment, cultural awareness and counseling concerns for ESL students.

FAMILY & COMMUNITY INVOLVEMENT

One of the best ways for schools to become familiar with their students' language, cultural and experiential backgrounds is through family and community involvement in the educational process. However, language and cross-cultural barriers must be overcome if this is to happen.

Schools should begin involving parents in their child's education upon enrollment. A formal interview with the family provides an opportune time to provide them with a general orientation. Learning a new language and living in an unfamiliar culture can be very demanding and stressful for people. A school's efforts to ease this transition ultimately benefits the student. Often the school is a vital link to the community for refugee and immigrant families.

Information which is especially important to share with parent/guardian(s) of ESL students during the formal interview includes:

♦   legal rights of ESL children and parents, i.e., the right to equal educational opportunities and an alternative instructional program, including English language development and academic instruction;

♦   names and phone numbers of relevant school staff;

♦   district or school ESL policy and procedures;

♦   alternative language, content and social/cultural support services available;

♦   general district and school policies, rules & regulations, curriculum, academic requirements, teachers and principal, grievance procedures articulated in written materials, translated versions preferably;

♦   ESL and Adult Education Opportunities for parents.

For additional suggestions on how to involve parents and the communities of ESL students, see Robert Parker's *Parental and Home Language Community Involvement Plan* Appendix B, p. 26.

There are many resources in and outside Vermont which can help schools to learn about the language, cultural and experiential backgrounds families and communities, as well as ways to work effectively with them. For a list of resources for family and community involvement, see Appendix B, p. 32.

Appendix B
Myths and Misconceptions About
Second Language Learning

Myths and Misconceptions About Second Language Learning
National Center for Research on Cultural Diversity and Second Language Learning

This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz; Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn, by Barry McLaughlin. Copies of the full report are available for $4.00 from Center for Applied Linguistics, NCRCDSLL, 1118 22nd St. NW, Washington, DC 20037.

As the school-aged population changes, teachers all over the country are challenged with instructing more children with limited English skills. Thus, all teachers need to know something about how children learn a second language (L2). Intuitive assumptions are often mistaken, and children can be harmed if teachers have unrealistic expectations of the process of L2 learning and its relationship to the acquisition of other academic skills and knowledge.

As any adult who has tried to learn another language can verify, second language learning can be a frustrating experience. This is no less the case for children, although there is a widespread belief that children are facile second language learners. This digest discusses commonly held myths and misconceptions about children and second language learning and the implications for classroom teachers.

Myth 1: Children learn second languages quickly and easily.

Typically, people who assert the superiority of child learners claim that children's brains are more flexible (e.g., Lenneberg, 1967). Current research challenges this biological imperative, arguing that different rates of L2 acquisition may reflect psychological and social factors that favor child learners (Newport, 1990). Research comparing children to adults has consistently demonstrated that adolescents and adults perform better than young children under controlled conditions (e.g., Snow & Hoefnagel-Hoehle, 1978). One exception is pronunciation, although even here some studies show better results for older learners.

Nonetheless, people continue to believe that children learn languages faster than adults. Is this superiority illusory? Let us consider the criteria of language proficiency for a child and an adult. A child does not have to learn as much as an adult to achieve communicative competence. A child's constructions are shorter and simpler, and vocabulary is smaller. Hence, although it appears that the child learns more

quickly than the adult, research results typically indicate that adult and adolescent learners perform better.

Teachers should not expect miraculous results from children learning English as a second language (ESL) in the classroom. At the very least, they should anticipate that learning a second language is as difficult for a child as it is for an adult. It may be even more difficult, since young children do not have access to the memory techniques and other strategies that more experienced learners use in acquiring vocabulary and in learning grammatical rules.

Nor should it be assumed that children have fewer inhibitions than adults when they make mistakes in an L2. Children are more likely to be shy and embarrassed around peers than are adults. Children from some cultural backgrounds are extremely anxious when singled out to perform in a language they are in the process of learning. Teachers should not assume that, because children supposedly learn second languages quickly, such discomfort will readily pass.

Myth 2: The younger the child, the more skilled in acquiring an L2.

Some researchers argue that the earlier children begin to learn a second language, the better (e.g., Krashen, Long, & Scarcella, 1979). However, research does not support this conclusion in school settings. For example, a study of British children learning French in a school context concluded that, after 5 years of exposure, older children were better L2 learners (Stern, Burstall, & Harley, 1975). Similar results have been found in other European studies (e.g., Florander & Jansen, 1968).

These findings may reflect the mode of language instruction used in Europe, where emphasis has traditionally been placed on formal grammatical analysis. Older children are more skilled in dealing with this approach and hence might do better. However, this argument does not explain findings from studies of French immersion programs in Canada,

where little emphasis is placed on the formal aspects of grammar. On tests of French language proficiency, Canadian English-speaking children in late immersion programs (where the L2 is introduced in Grade 7 or 8) have performed as well or better than children who began immersion in kindergarten or Grade 1 (Genesee, 1987).

Pronunciation is one area where the younger-is-better assumption may have validity. Research (e.g., Oyama, 1976) has found that the earlier a learner begins a second language, the more native-like the accent he or she develops.

The research cited above does not suggest, however, that early exposure to an L2 is detrimental. An early start for foreign language learners, for example, makes a long sequence of instruction leading to potential communicative proficiency possible and enables children to view second language learning and related cultural insights as normal and integral. Nonetheless, ESL instruction in the United States is different from foreign language instruction. Language minority children in U.S. schools need to master English as quickly as possible while learning subject-matter content. This suggests that early exposure to English is called for. However, because L2 acquisition takes time, children continue to need the support of their first language, where this is possible, to avoid falling behind in content area learning. Teachers should have realistic expectations of their ESL learners. Research suggests that older students will show quicker gains, though younger children may have an advantage in pronunciation. Certainly, beginning language instruction in Grade 1 gives children more exposure to the language than beginning in Grade 6, but exposure in itself does not predict language acquisition.

Myth 3: the more time students spend in a second language context, the quicker they learn the language.

Many educators believe children from non-English-speaking backgrounds will learn English best through structured immersion, where they have ESL classes and content-based instruction in English. These programs provide more time on task in English than bilingual classes.

Research, however, indicates that this increased exposure to English does not necessarily speed the acquisition of English. Over the length of the program, children in bilingual classes, with exposure to the home language and to English, acquire English language skills equivalent to those acquired by children who have been in English-only programs (Cummins, 1981; Ramirez, Yuen, & Ramey, 1991). This would not be expected if time on task were the most important factor in language learning.

Researchers also caution against withdrawing home language support too soon and suggest that although oral communication skills in a second language may be acquired within 2 or 3 years, it may take 4 to 6 years to acquire the level of proficiency needed for understanding the language in its academic uses (Collier, 1989; Cummins, 1981).

Teachers should be aware that giving language minority children support in the home language is beneficial. The use of the home language in bilingual classrooms enables children to maintain grade-level school work, reinforces the bond between the home and the school, and allows them to participate more effectively in school activities. Furthermore, if the children acquire literacy skills in the first language, as adults they may be functionally bilingual, with an advantage in technical or professional careers.

Myth 4: Children have acquired an L2 once they can speak it.

Some teachers assume that children who can converse comfortably in English are in full control of the language. Yet for school-aged children, proficiency in face-to-face communication does not imply proficiency in the more complex academic language needed to engage in many classroom activities. Cummins (1980) cites evidence from a study of 1,210 immigrant children in Canada who required much longer (approximately 5 to 7 years) to master the disembedded cognitive language required for the regular English curriculum than to master oral communicative skills.

Educators need to be cautious in exiting children from programs where they have the support of their home language. If children who are not ready for the all-English classroom are mainstreamed, their academic success may be hindered. Teachers should realize that mainstreaming children on the basis of oral language assessment is inappropriate.

All teachers need to be aware that children who are learning in a second language may have language problems in reading and writing that are not apparent if their oral abilities are used to gauge their English proficiency. These problems in academic reading and writing at the middle and high school levels may stem from limitations in vocabulary and syntactic knowledge. Even children who are skilled orally can have such gaps.

Myth 5: All children learn an L2 in the same way.

Most teachers would probably not admit that they think all children learn an L2 in the same way or at the same rate. Yet, this assumption seems to underlie a great deal of practice. Cultural anthropologists have shown that mainstream U.S. families and families from

minority cultural backgrounds have different ways of talking (Heath, 1983). Mainstream children are accustomed to a deductive, analytic style of talking, whereas many culturally diverse children are accustomed to an inductive style. U.S. schools emphasize language functions and styles that predominate in mainstream families. Language is used to communicate meaning, convey information, control social behavior, and solve problems, and children are regarded for clear and logical thinking. Children who use language in a different manner often experience frustration.

Social class also influences learning styles. In urban, literate, and technologically advanced societies, middle-class parents teach their children through language. Traditionally, most teaching in less technologically advanced, non-urbanized cultures is carried out nonverbally, through observation, supervised participation, and self-initiated repetition (Rogoff, 1990). There is none of the information testing through questions that characterized the teaching-learning process in urban and suburban middle-class homes.

In addition, some children are more accustomed to learning from peers than from adults. Cared for and taught by older siblings or cousins, they learn to be quiet in the presence of adults and have little interaction with them. In school, they are likely to pay more attention to what their peers are doing than to what the teacher is saying.

Individual children also react to school and learn differently within groups. Some children are outgoing and sociable and learn the second language quickly. They do not worry about mistakes, but use limited resources to generate input from native speakers. Other children are shy and quiet. They learn by listening and watching. They say little, for fear of making a mistake. Nonetheless, research shows that both types of learners can be successful second language learners.

In a school environment, behaviors such as paying attention and persisting at tasks are valued. Because of cultural differences, some children may find the interpersonal setting of the school culture difficult. If the teacher is unaware of such cultural differences, their expectations and interactions with these children may be influenced.

Effective instruction for children from culturally diverse backgrounds requires varied instructional activities that consider the backgrounds requires varied instructional activities that consider the children's diversity of experience. Many important educational innovations in current practice have resulted from teachers adapting instruction for children from culturally diverse backgrounds. Teachers need to recognize that experiences in the home and home culture affect children's values, patterns of language use, and interpersonal style. Children are likely to be more responsive to a teacher who affirms the values of the home culture.

Conclusion

Research on second language learning has shown that many misconceptions exist about how children learn languages. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Second language learning by school-aged children takes longer, is harder,and involves more effort than many teachers realize.

We should focus on the opportunity that cultural and linguistic diversity provides. Diverse children enrich our schools and our understanding of education in general. In fact, although the research of the National Center for Research on Cultural Diversity and Second Language Learning has been directed at children from culturally and linguistically diverse backgrounds, much of it applies equally well to mainstream students.

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Appendix B
PARENTAL AND HOME LANGUAGE COMMUNITY INVOLVEMENT PLAN

The following suggestions can be articulated to create a plan for involving parents of ESL students in the education of their children.

1. Use the home language with parents whenever possible. (Community resources will have to be accessed if there are no adults in the district who speak the parents' home language.)

2. Conduct a formal interview with each family at registration. Prepare a list of relevant questions about the student's learning styles and achievement. Also, include information about how the parent can assist their child in adjusting to the complexities of adjusting to his new school and language. You may need a translator to assist you.

3. Notices, reports about student progress and recommendations need to be in the home language.

4. It is very helpful when districts, in collaboration with community organizations, provide training and support for parents in how to access American schools, as well as what is taught in ESL and the contents. You might want to provide information on how to assist students at home during such activities.

5. Many districts support home language mentoring and tutoring programs for students and families in collaboration with community organizations serving the ESL population.

6. Establishing a working relationship with local health and service agencies helps schools help parents in accessing the services of these organizations. These organizations are often an excellent resource for better understanding the needs of ESL families.

7. Establishing a working relationship with home language community organizations makes many of these activities function more smoothly.

8. Many districts appoint a community/family liaison who knows the language and culture of the target language group(s).

Adapted from "Designing An Educational Program for Low-Incidence Numbers of Limited English Proficient Students" (p. 59) Robert C. Parker (1993).

Appendix B
RESOURCES ON SECOND LANGUAGE ACQUISITION

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ORGANIZATIONS

CENTER FOR WORLD EDUCATION
University of Vermont   Contact: David Conrad
229 Waterman Building   Contact: David Shiman
Burlington, VT 05405-0160   TEL: (802) 656-2030

CULTURAL DIVERSITY & CURRICULUM PROGRAM
College of Education
University of Massachusetts   Contact: Sonia Nieto
Amherst, MA 01003   TEL: (413) 545-1551

GREEN MOUNTAIN RETURNED PEACE CORPS VOLUNTEERS
Speakers Bureau
RD #1, Box 660   Contact: Mary Gemignani
Bristol, VT 05443   TEL: (802) 453-3992

INTERNATIONAL SOCIETY FOR INTERCULTURAL
EDUCATION, TRAINING & RESEARCH
International Secretariat (Professional Membership Association)
Suite 200
808 Seventeenth St., NW   Contact: David Fantini
Washington, DC 20006   TEL: (202) 466-7883

NEW ENGLAND DESEGREGATION ASSISTANCE CENTER
144 Wayland Avenue
Providence, RI 02906   TEL: (401) 351-7577

PEACE & JUSTICE CENTER
Racial Justice & Equity Project
21 Church St.   Contact: John Tucker
Burlington, VT 05401   TEL: (802) 864-0659

REACH CENTER FOR MULTICULTURAL AND GLOBAL EDUCATION
180 Nickerson St., Suite 212
Seattle, WA 98109   TEL: (206) 284-8584

SOUTHEAST ASIAN REFUGEE STUDIES PROJECT (SARS)
CURA
University of Minnesota
330 Hubert Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455   TEL: (612) 625-5535

SOUTHERN POVERTY LAW CENTER
Teaching Tolerance Magazine
400 Washington Ave.
Montgomery, AL 36104

THE NORTHEAST CONSORTIUM FOR MULTICULTURAL EDUCATION (NECME)
Equity Assistance Center, Region B
New York University
32 Washington Place
Suite 72   Contact: Donna Elam
New York, New York 10003   TEL: (212) 998-5100

THE VERMONT FOLKLIFE CENTER
The Gamaliel Painter House
P.O. Box 442
Middlebury, VT 05753   TEL: (802) 388-4964

WORLD OF DIFFERENCE INSTITUTE
Anti-Defamation League
823 United Nations Plaza
New York, New York 10017   TEL: (212) 490-2525

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RESOURCES FOR FAMILY/COMMUNITY INVOLVEMENT

ORGANIZATIONS

NATIONAL ASSOCIATION OF ASIAN AND
PACIFIC AMERICAN EDUCATION (NAAPAE)
c/o ARC Associates
1212 Broadway, Suite 400
Oakland, CA 94612   TEL: (510) 834-9455

NATIONAL CENTER FOR RESEARCH ON CULTURAL
DIVERSITY AND SECOND LANGUAGE LEARNING (NCRCDSLL)
University of California at Santa Cruz
141 Kerr Hall
Santa Cruz, CA 95064   TEL: (408) 459-3500

NATIONAL COALITION OF ADVOCATES FOR STUDENTS
Clearinghouse for Immigrant Education (CHIME)
100 Boylston St., Suite 737
Boston, MA 02116   TEL: 1-800-441-7192

NATIONAL MULTICULTURAL INSTITUTE (NMCI)
3000 Connecticut Avenue, N.W., Suite 438
Washington, D.C. 20008-2556   TEL: (202) 483-5233

REFUGEE RESETTLEMENT AGENCIES

BURLINGTON SOVIET RESETTLEMENT COMMITTEE
Ohavi Zedek Synagogue
11 North Prospect Street   Contact: Rabbi Joshua Chasan
Burlington, VT 05401   TEL: (802) 864-0218

TIBETAN RESETTLEMENT PROJECT
200 Main Street, Suite 14   Contact: Jim Kelley
Burlington, VT 05401   TEL: (802) 864-5505

VERMONT REFUGEE ASSISTANCE
RD 1, Box 2262   Contact: Jean Lathrop
Plainfield, VT 05667   TEL: (802) 479-2931

VERMONT REFUGEE RESETTLEMENT PROGRAM
1193 North Avenue   Contact: Charles Shipman
Burlington, VT 05401   TEL: (802) 863-7202

COMMUNITY CULTURAL ASSOCIATIONS

GREEN MOUNTAIN LAO ASSOCIATION
37 S. Summit Street   Contact: Khampanh Luangrath
Essex Junction, VT 05452   TEL: (802) 878-8939

JAPAN/AMERICAN SOCIETY OF VERMONT
Fort Ethan Allen
29 Ethan Allen Avenue Colchester, VT 05446   TEL: (802) 655-4197

LATINOS UNIDOS
P.O. Box 8035   Contact: Angel Cases
Burlington, VT 05401   TEL: (802) 879-1012

TIBETAN ASSOCIATION OF VERMONT
10 Henry Street   Contact: Thupten Sangpo
Burlington, VT 05401   TEL: (802) 658-3698

VIETNAMESE ASSOCIATION
9 Aspen Drive   Contact: Loc Nguyen
Essex Junction, VT 05452   TEL: (802) 878-0614

OTHER COMMUNITY RESOURCES

COMMUNITY ACTION
191 North St.   Contact: Christine Eldrid
Burlington, VT 05401   TEL: (802) 863-6248

FLETCHER FREE LIBRARY
235 College Street   Contact: Amber Collins
Burlington, VT 05401   TEL: (802) 863-3403

OFFICE OF MULTICULTURAL AFFAIRS (OMA)
Center for Cultural Pluralism
Blundell House
University of Vermont   Contact: Tony Chavez
Burlington, VT 05401   TEL: (802) 656-3819

PEACE & JUSTICE CENTER
21 Church Street   Contact: Ellen Kahler
Burlington, VT 05401   TEL: (802) 863-2345

SARA M. HOLBROOK COMMUNITY CENTER
66 North Avenue   Contact: Susan Janco
Burlington, VT 05401   TEL: (802) 862-0080

THE COUNCIL ON REFUGEES AND IMMIGRANTS (CRI)
Community and Economic Development Office
Burlington City Hall   Contact: Anne Weiss
Burlington, VT 05401   TEL: (802) 865-7184

VERMONT PARENT INFORMATION CENTER (VPIC)
Chase Mill   Contact: Connie Curtin
1 Mill St./A7   TEL: (802) 658-5315
Burlington, VT 05401   TEL: 1-800-639-7170

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